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ABSTRACT

This introductory conversational course in Spanish is intended primarily for classroom instruction. The student learns to speak contemporary Spanish through the use of short dialogs which take him from simple school activities to talk about the new student in class. Performance objectives are prescribed for culture study, listening, speaking, reading, and writing skills. A grammatical and lexical inventory of the text "En la Escuela" is included. (RL)

ED 062 875

INTRODUCTORY SPANISH

Part I

7503.01

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

FL 003 161

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COURSE DESCRIPTION

The student learns to speak contemporary Spanish through the use of short dialogs which take him from simple school activities to talk about the new boy and girl in class. Emphasis is on pronunciation, oral language as well as written. The logical sequence to this quin is 7503.02 or 7503.22.

7503.01

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by 75% of the students in the class unless otherwise specified.

I. Listening Skills

A. The student will understand the target language, Spanish, spoken at normal speed within the limits of the vocabulary and structure taught.

1. Hearing a pair of short words, one English and one Spanish, the student will indicate whether the Spanish word is word 1 or word 2.

2. Hearing ten incomplete sentences followed by three completions, the student will choose the answer which best completes the meaning, a, b, or c.

3. Hearing twice short dialogs of no more than four lines, the student will answer Sí or No to four or five questions based on the dialogs.

4. Hearing the commands ordinarily given in the classroom routine, the pupil will pantomime the action called for when the teacher gives ten commands in Spanish.

5. Hearing fifteen nouns in the target language, the student will write the appropriate definite article, el, la, los, las.

6. Hearing the numbers in random order, the student will write the numeral for the number given in Spanish. The numbers will be from 0 through 100.

7. Hearing twice ten addition and subtraction problems in Spanish, the student will write the correct numerical answer for the problems.

8. Hearing twice a recombination narrative of no more than five sentences, the student will answer orally five questions requiring a one or two word answer in the target language.

B. The student will understand new arrangements of familiar content. Hearing two dialogs using familiar lexical and structural items but in new arrangements, he will list the important items discussed in each dialog.

II. Speaking Skills: In a manner acceptable to the teacher

A. The student will repeat Spanish after a model.

1. Hearing short dialogs by the model, the student will imitate with near-native pronunciation and intonation.

2. Hearing a pattern sentence given by the model, the student will perform structure drills from the lessons. He will repeat the pattern sentence given and will perform necessary changes in the structure when given the cue orally in Spanish.

B. The student will manipulate the language.

1. Hearing twice a dialog of no more than four lines the student will answer orally three or four questions requiring a one word answer in Spanish.

2. Given the time of day, the student will greet in Spanish: the principal, his pal's mother, his best friend.

3. Given direction, the student will give orally five addition or subtraction problems in Spanish to the class.

4. Given the opportunity the student will understand as well as give simple, routine commands to fellow classmates, such as:

a. Escuchan
b. Repitan
c. Pregúntele
d. Contéstele
e. Abran los libros
f. Cierren los libros
g. Siéntese
h. Levántese
i. Vaya a la pizarra
j. Escriba
k. Borre la pizarra

5. Given the directions in Spanish by the teacher, the student will perform the directed dialog.

6. Given ten short sentences in Spanish which are statements often given as answers in question and answer drills, the student will supply the questions.

   Teacher: Estoy en la clase.
   Student: ¿Dónde está Ud.?

7. Having a description of a situation in English, two students at a time will carry on a very brief conversation in Spanish (probably two or three lines each) using the vocabulary of the lessons involved.

III. Reading Skills

A. The student will read aloud in a manner acceptable to the teacher material which has previously been mastered orally.

1. Given a prepared list of ten pairs of words, one English and one Spanish, the student will read the pairs orally, demonstrating his control of the sounds.

2. Given a familiar dialog or narrative, the student will read orally.

3. Given a short recombination narrative of five or six sentences, the student will read orally.

B. The student will read for direct comprehension material he has mastered audio-lingually.

1. Reading a familiar dialog twice, the student will answer four out of six questions with one or two word answers or true or false items.

2. Reading a narrative or dialog the student will select the correct completion by marking a, b, or c choices for incomplete sentences.

3. Given a statement or question the student will select the proper rejoinder by marking a, b, or c choices.

IV. Writing Skills

A. The student will write the Spanish which has been presented orally, mastered orally, and reinforced through reading.

1. Given material which he has heard, said aloud and read the student will copy with 90% proficiency. This activity may be in the form of dialogs, structure drills, and recombination narratives.

2. Hearing a dictation of material which he has spoken, learned and read previously, the student will write in Spanish.

a. Numbers 0-100.
b. Days of the week.
c. Subject pronouns.
d. Short sentences.

3. Using a model sentence, the student will write exercises requiring minimal structure changes.

a. Subject pronouns
b. -A-verbs
c. Definite articles
d. Agreement of nouns and adjectives
e. Irregular verbs in the singular
   1) ser
   2) estar
   3) ir
   4) tener
f. Negative sentences.

4. Given a statement in which the underlined portion provides the answer, the student will write a question.

La tiza está en la caja.

(Dónde está la caja?)

V. Culture knowledge

A. The student will develop an understanding and an appreciation of the shared behavior and customs of tne Spanish-speaking world.

1. The student will be able to use correctly the tú and usted forms of address in at least five situations described for him by the teacher.

2. The student will be able to explain clearly the system of family names of the Spanish-speaking family.

B. The student will investigate the important contributions of the Spanish-speaking world to his own history and culture.

1. The student will list at least five common words which have been borrowed from the Spanish language.

2. The student will trace the influence of Spain on the history of the state of Florida.

3. The student will list the Spanish influences evident in the greater Miami area.

a. Names of streets
b. Bi-lingual signs on streets

C. The student will observe first-hand and experience Cuban culture in action by visiting stores and restaurants in the Spanish-speaking sections of Miami.

1. The student will make a report to the class about such visits.

a. Cuban foods
b. Expressions of courtesy which he recognized.
c. Conversations in Spanish with clerks and waitresses

D. The student will identify with a descriptive sentence two out of four historic places in Mexico.

VI. Attitude: The student will

A. Identify several reasons for studying a foreign language.

B. Pursue actively further study of the target language and culture.

1. He initiates activities to further his knowledge.

2. He joins language clubs.

3. He researches a project.

4. He participates in discussion groups.

COURSE CONTENT

GRAMMATICAL AND LEXICAL INVENTORY OF EN LA ESCUELA

I. Structures

A. Adjectives

B. Agreement of adjectives and nouns

C. Commands

1. Cambien
2. Contéstele
3. Contesten
4. Dígale
5. Escuchen
6. Mira
7. Pregúntele
8. Repitan
9. Resten
10. Sigan el modelo
11. Sumen

D. Commands to be added

1. Abran
2. Borre
3. Cierren
4. Escriba, -an
5. Lea, -an
6. Levante la mano
7. Levántese
8. Mire, -en
9. Siéntese
10. Vaya a la pizarra
11. Venga acá

E. Definite articles

F. Greetings and Interjections

1. ¡Ah, sí!
2. Buenas noches
3. Buenas tardes
4. Buenos días
5. Entonces
6. Gracias
7. Hombre
8. Hola
9. Pues

G. Nouns

H. Pronouns, Subject

I. Question words

1. ¿Adónde?
2. ¿Cómo?
3. ¿Con quién?
4. ¿Cuántos?
5. ¿De quién?
6. ¿Dónde?
7. ¿Por qué?
8. ¿Qué?
9. ¿Quién?
10. ¿Quiénes?

J. Verb forms - present tense

1. Estar - singular and plural except 1st person plural
2. Ir - singular
3. Llamarse - me llamo; Ud., él, ella se llama; Uds. se llaman
4. Ser - singular and plural
5. Tener - singular

II. Vocabulary

A. Adjectives

1. Alto, -a
2. Bajo, -a
3. Bonito, -a
4. Buenos, -as
5. Delgado, -a
6. Guapo, -a
7. Mi, mis
8. Nuevo, -a
9. Tú, tus

B. Adverbs

1. ¿Adónde?
2. Ahora
3. Allí
4. Aquí
5. Bien
6. ¿Cómo
7. ¿Cuánto?
8. ¿Dónde?
9. Entonces
10. Hoy
11. Mañana
12. Muy
13. No
14. Pues
15. Sí
16. Siempre
17. Sólo
18. También

C. Conjunctions

1. Ni, . . ni
2. ¿Por qué?
3. Que
4. Si
5. Y

D. Nouns

1. Amigo, -a
2. Banco
3. Caja
4. Carta
5. Casa
6. Clase
7. Compañeros, -as
8. Cuaderno
9. Días
10. Domingo
11. Escritorio
12. Escuela
13. Estudiante
14. Fiesta
15. Gracias
16. Jueves
17. Libro
18. Lunes
19. Mamá
20. Martes
21. Mesa
22. Miércoles
23. Muchacho, -a
24. Nada
25. Noches
26. Periódico
27. Pizarra
28. Profesor
29. Puerta
30. Repaso
31. Sábado
32. Señor
33. Señora
34. Señorita
35. Silla
36. Tardes
37. Tiza
38. Ventana
39. Verdad
40. Viernes

E. Numbers

1. 0 - 15

F. Prepositions

1. A
2. Con
3. De
4. En
5. Entre
6. Menos
7. Para

G. Pronouns

1. El, ellos
2. Ella, ellas
3. Me
4. Nosotros, as
5. Qué, que
6. Quién
7. Se
8. Tú
9. Usted, ustedes
10. Yo

H. Proper Names

1. Boys' names

a. Alberto
b. Carlos
c. Eduardo
d. Felipe
e. Félix
f. Francisco
g. José Mendez
h. Juan
i. Lorenzo
j. Luis
k. Manuel
l. Marcos
m. Orlando
n. Pablo
o. Paco
p. Pepe García
q. Ramon
r. Roberto
s. Señor López
t. Tomas

2. Girls' names

a. Alicia
b. Ana
c. Antonia
d. Carlota
e. Carmen
f. Carola
g. Cristina
h. Elena
i. Isabel
j. Juanita
k. Laura
l. Leonor
m. Luisa
n. María
o. Marta
p. Patricia
q. Señora Pérez
r. Señorita Gómez
s. Teresa

I. Verbs

1. Estar - estoy, estás, está, están
2. Ir - voy, vas, va

3. Llamarse - me llamo; se llama Ud., él, ella; se llaman Uds.
4. Salir - salen
5. Ser - soy, eres, es, somos, son
6. Tener - tengo, tienes, tiene
7. Ver - veo, ves

GRAMMATICAL AND LEXICAL INVENTORY OF UNOS AMIGOS

I. Structures

A. Commands

1. Base lista

B. Greetings and Interjections

1. Muchas gracias
2. Oye
3. Por favor
4. ¿Qué tal?

C. Negation in sentences

D. Pronouns

1. Uses of subject pronouns

E. Possessive adjectives

1. Su, sus

F. Question words

1. ¿De dónde?

G. Verbs

1. Regular -ar verb endings, 1st person plural added
2. Additional ar verbs
   a. Caminar
   b. Comprar
   c. Tomar
3. Uses of ser and estar

II. Vocabulary

A. Adjectives

1. Ausente
2. Muchas
3. Su, sus
4. Superior
5. Tanto
6. Un, una

B. Adverbs

1. Mucho

C. Nouns

1. Alemán
2. Barco
3. Compañero
4. Español
5. Francés
6. Gusto
7. Inglés
8. Limonada
9. Lista
10. Portugués

D. Numbers

1. 31 - 100

E. Proper nouns

1. Boys' names

a. Alfonso
b. Esteban
c. Jorge
d. Miguel Mantilla
e. Perico
f. Raúl
g. Tadeo

2. Girls' names

a. Adelita
b. Clara
c. Josefina
d. Juana
e. Lola
f. Margarita
g. Pepa
h. Pilar

3. Names of places

a. Arizona
b. Bolivia
c. California
d. Chile
e. Colombia
f. Costa Rica
g. España
h. Los Estados Unidos
i. México
j. Nicaragua
k. Nueva York
l. Peru
m. Puerto Rico

F. Verbs

1. Caminar
2. Comprar
3. Estudiar
4. Hablar
5. Hay
6. Presentarlos
7. Quiero
8. Tomar

SUGGESTED EXPANSION OF MATERIALS

"En la escuela"

I. Filmstrip which accompanies the text

II. Audio tapes which accompany the text

III. Workbook which accompanies text

IV. Mounted pictures in color from magazines to elicit responses in Spanish and to be used as the topic of short conversations by students.

Ex. Picture of a pretty girl

¿Cómo es la muchacha?
¿Es baja? ¿Es bonita? ¿Es alta?
¿Es delgada? ¿Es amiga de Ud.?
¿Está la muchacha en la escuela? ¿Está en casa?

V. Teacher-made tapes

A. Audio

1. Dialog adaptation questions - with space on the tape for the student to answer for drill and testing.

2. Recombination narratives - very short narratives of three or four sentences followed by three or four questions in Spanish with space on the tape for the student to answer.

3. Original structure drills - variations of those in the text.

4. Common classroom expressions and commands.

Ex. Escuchen; Repitan; Repita, Miguel; Miren;
Vaya a la pizarra; Cierre la puerta, Ines;
Abran los libros.

B. Video

1. Performance of students conversing or reciting and acting out dialogs.

2. Plays and skits performed by the students

3. Replay of programs dealing with the Latin American citizens of the greater Miami area.

VI. Overhead projector

A. Crossword puzzles

B. Addition and subtraction problems

C. Prepared transparencies in color to be used as conversation stumulus or vocabulary review.

D. Teacher-prepared transparencies - dime store coloring books about teenagers can be used on the addofax machine to prepare black and white transparencies.

SUGGESTED EXPANSION OF MATERIALS

"Unos amigos"

I. Filmstrip which accompanies the text.

A. The students could do variations of the dialogs from the units to match the frames of the filmstrip.

II. Audio tapes which accompany the text.

III. Workbook which accompanies the text.

IV. Mounted pictures in color from magazines.

A. Students can ask questions of the class as well as answering the teacher's questions.

V. Teacher-made tapes.

A. Audio

1. Dialog adaptation questions in Spanish recorded with space for the student to answer.

2. Short recombination narratives (Approximately eight sentences in length) followed by the questions with space left for the student to answer with one or two word answers.

3. Original structure drills

4. Classroom expressions and commands.

a. Additional commands

1. Abran los libros
2. Lean
3. Cierren los libros
4. Escriban
5. Levántese, Juan.
6. Siéntese, Juan.

B. Video

1. Dialogs from the text performed by native Spanish-speaking students.

2. Dialog variations performed by native speakers

3. Very simple skits performed by the students

VI. Overhead Projector

A. Crossword puzzles

B. Addition and subtraction problems 0 - 100

C. Prepared transparencies in color to be used as conversation stimulus or vocabulary review.

D. Teacher-prepared transparencies. (Good pictures in black and white can be made on the addofax machine from dime store coloring books about teenagers)

VII. Handbills from Cuban markets and groceries which advertise the weekly food specials. Good for number review.

VIII. Maps

A. Wall maps in color for the location of cities and countries mentioned in the unit.

1. Central America
2. South America
3. United States and Mexico

B. Small ditto maps of countries or sections of Central and South America.

SUGGESTED EXPANSION OF MATERIALS

CULTURE

"En la escuela" and "Unos amigos"

I. Use of maps

A. Historical maps

1. Historical map of the Caribbean
2. Historical map of Florida
3. Historical map of Cuba
4. Historical map of Puerto Rico

(These maps are available for $1.25 each at
Language Research Press, P.O. Box 112,
Buena Vista Station, Miami, Fla. 33137)

B. Topographical and political maps

1. Mexico and Central America
2. South America
   a. Location of the countries mentioned in the drills
   b. Location of cities
   c. Location of important geographical features
3. United States
   a. Names of Spanish origin in Florida
   b. Names of Spanish origin in the Southwest

II. Serious study of system of writing family names: Secure from Textbook Services the learning activity package, "¿Cómo Te Llamas?, LAP 20J-LP-1.

III. Use of TV programs in Spanish

IV. Newspapers

1. Daily - El diario de las Americas

2. Weekly - Noticias latinas

V. Use of field trips

A. Stores in "Little Havana"

B. Restaurants

1. Spanish
2. Cuban
3. Mexican
4. Basque

VI. Use of handbills from Cuban groceries

VII. Use of the Southern Bell Telephone Directory: introductory pages in Spanish.

VIII. Use of video tapes.

A. Replay of local fiestas and programs from the Spanish-speaking community.

B. Replay of previously televised programs dealing with customs of important historical events.

IX. Use of Orientation to Spanish Culture. Curriculum Bulletin 20L

X. Use of films

A. Audio-visual Dept. of the Dade County Public Schools

B. Foreign consular offices in Miami

SAMPLE EVALUATION

Instrument for measuring the performance objective for Listening IA-8

A short narrative will be read to you twice. Listen closely. Following the narrative there will be five questions which you are to answer orally in one or two words.

Patricia es una estudiante nueva. Ella es de Nueva York. Patricia tiene una amiga que se llama María. Las dos muchachas salen de la escuela y toman una limonada en casa de María. Hablan mucho de sus clases y de sus amigos.

1. ¿Quién es una estudiante nueva? (Patricia)
2. ¿De dónde es Patricia? (de Nueva York)
3. ¿Cómo se llama la amiga de Patricia? (María)
4. ¿Adónde van las dos muchachas? (a la casa de María)
5. ¿Qué toman ellas? (una limonada)

Instrument for measuring the performance objective for Speaking IIB-6

A series of answers to questions will be read to you. You are to supply orally the question after the answer has been read the second time.

1. Me llamo Sr. _____ (Sra). (¿Cómo se llama Ud.?)
2. La tiza está en la caja. (¿Dónde está la tiza?) (¿Qué está en la caja?)
3. No, no tengo el libro. (¿Tiene Ud. (tienes) el libro?)
4. Estoy bien, gracias. (¿Cómo está Ud. (estás)?)
5. Allí está Pepe. (¿Dónde está Pepe?)
6. Pablo es mi amigo. (¿Quién es tu (su) amigo?) (¿Es Pablo tu (su) amigo?)
7. Carlos y Luis no están. (¿Quiénes no están?) (¿Hay ausentes?)
8. María estudia inglés. (¿Quién estudia inglés?)

9.	Voy a la escuela con Pepe.	(¿Con quién vas (va Ud.) a la escuela?)
10.	Soy de Miami.	(¿De dónde es Ud.?) (¿De dónde eres?)

Instrument for measuring the performance objective for Reading IIIA-1

You will read a list of pairs of words, one English and one Spanish. Read them with correct pronunciation.

	English	Spanish
1.	Two	Tu
2.	No	No
3.	See	Si
4.	Hay	Se
5.	Hello	Hola
6.	Isabel	Isabel
7.	Anna	Ana
8.	Key	Aquí
9.	Alto	Alto
10.	Professor	Profesor

Instrument for measuring the performance objective for Writing IVA-4

A series of answers to questions follows. You are to write the question for the statement in which the underlined portion provides the answer. The underlined portion provides the clue for the question word in Spanish which you should use.

1.	Carlos tiene el periódico.	(¿Qué tiene Carlos?)
2.	Isabel va a la fiesta de María.	(¿Adónde va Isabel?)
3.	Allí esta la muchacha nueva.	(¿Dónde está la muchacha nueva?)
4.	Alicia es muy bonita.	(¿Cómo es Alicia?)
5.	Alicia es muy bonita.	(¿Quién es muy bonita?)

6. Susana y Elena van a clase. (¿Quiénes van a clase?)

7. El cuaderno es de Paco. (¿De quién es el cuaderno?)

8. Van con Pepe a la fiesta. (¿Con quién van?)

9. Seis y siete son trece. (¿Cuántos son seis y siete?)

10. El profesor está bien. (¿Cómo está el profesor?)

Instrument for measuring the performance objective for Culture VD

Identify as fully as possible the places listed below.

1. La Universidad Nacional de Mexico

2. El Paseo de la Reforma

3. La Catedral de Mexico

4. Templo de Quetzalcoatl, Testihuacán

Instrument for measuring the performance objective for Attitude VIB This is difficult to evaluate except for the pupils' active interest in the language in all its phases and in the people who speak it. He should display an attitude of sympathetic understanding toward the culture, its people, and its language. He should demonstrate his awareness of some of the many reasons for studying Spanish and perhaps the best way to evaluate this would be by his desire to continue his study of the language. To facilitate as objective an evaluation as possible, the following guide for noting activities of each student could be kept.

Name	Participates in discussion groups	Seeks projects	Is member of language club	Does research	Registers for another Spanish class
	10/10	11/1	3/2		1/10
1. Jones, Mary	✓	E	✓		✓

Key

E - excellent

✓ - acceptable

— unacceptable

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